DOCUMENT RESUME

ED 180 159 EC 122 401

AUTHOR	Hutinger, Patricia L.: And Others
TITLE	Have Wagon: Will Travel. Sharing Centers for Rural Handicapped Infants, Toddlers, and Their Parents. Baby Buggy Book No. 1.
INSTITUTION	Western Illinois Univ., Macomb.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	444AH70276
PUB DATE	77
GRANT	G007500234
NOTE	153p.; For related information, see EC 122 402-416.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Early Childhood Education: *Handicapped Children: Home Programs: *Infancy: *Learning Activities: Parent Child Relationship: *Parent Education: *Program Development: Program Planning: *Rural Areas
IDENTIFIERS	At Risk (for Handicap): Illinois: *Macomb 0 3 Regional Project

ABSTRACT

The first of 16 documents on the Macomb (Illinois) 0-3 Regional Project describes the development and operation of a home based rural child-parent service for families of handicapped and high risk children. The child development specialist organizes sharing centers where parents come together to learn about new Piagetian-based play activities and approaches with their children. The booklet lists goals of sharing centers for parents and children and considers such planning aspects as location, time, setup procedures, and activity scheduling. Twelve basic concepts for working with children under 3 years, including child proofing the environment and expecting physical interaction among the children, are set forth. Following a brief discussion of program evaluation, the booklet describes activities and objectives in four classifications: gross motor, fine motor, sensory, and cognitive. Another section contains suggested combinations of activities for sharing centers held in homes, outdoors, or in churches or community buildings. Illustrations of suggested spatial arrangements are also included. Snack ideas and grouping of activities and materials into portable kits are described. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EC122 401

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED180159

HAVE WAGON: WILL TRAVEL
Sharing Centers for Rural Handicapped Infants, Toddlers, and Their Parents

Baby Buggy Book No. 1

BY
PATRICIA L. HUTINGER
PATRICIA DONSBACH
CATHY HOMMEL
JULIE LONGANECKER
JENNY SHARP

The Macomb 0-3 Regional Project is a rural model project funded by the Office of Education, Department of Health, Education, and Welfare. A member of the Handicapped Children's Early Education Program (HCEEP) of the Bureau of Education for the Handicapped, the Project began in 1975 as a three-year demonstration grant in the College of Education, Western Illinois University. The 0-3 Project is mandated to develop a model home-based delivery system of services to handicapped, high risk, and/or developmentally delayed infants, ages zero to three years, and their parents who reside in rural areas. Model programs are funded to develop and demonstrate imaginative, workable ways to delivery services to handicapped young children, programs which can be replicated by already existing agencies such as schools, mental health centers, state-sponsored agencies, universities, or other infant projects.

Primary emphasis in the Macomb 0-3 Regional Project is placed on working with parents to help them to become more effective in dealing with their children. The parent(s) or primary caretaker agrees to participate in home visits and may choose also to participate in other Project components such as sharing centers, water activities, and parent study groups. Have Wagon: Will Travel deals specifically with the sharing center component of the Project.

This curriculum is a product of a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Grantees are encouraged to express freely their judgment in professional and technical matters. Points of view do not, therefore, necessarily represent official Office of Education position or policy.

Project Co-Directors: Dennis L. Edinger, Ph.D.
Patricia L. Hutinger, Ed.D.

HEW-BEH No. G00-75-00234
Project No. 444 AH 70276

Have Wagon: Will Travel

Sharing Centers for Rural Handicapped Infants, Toddlers, and Their Parents

by

Patricia L. Hutinger
Patricia Donsbach
Cathy Hommel
Julie Longanecker
Jenny Sharp

The
Macomb 0-3 Regional Project
A Rural Child/Parent Service
College of Education
Western Illinois University
Macomb, Illinois 61455

1977

1977

Western Illinois University

5

Table of Contents

Introduction - Have Wagon: Will Travel

I. Theroretical Framework for Sharing Centers
- A. Basic Assumptions about Sharing Centers
- B. Piagetian Knowledge and Its Implications
- C. The Importance of Play
- D. Goals of Sharing Centers

II. Procedures for Holding Sharing Centers
- A. Starting a Sharing Center
- B. Sample Schedule - timetable
- C. Basic Concepts for Working with Children Under Three
- D. Evaluation of Sharing Centers
- E. Activities
  1. Gross Motor
  2. Fine Motor
  3. Sensory
  4. Cognitive
- F. Suggested Combinations of Activities
- G. Snack Ideas and Recipes
- H. Sharing Center Kits
- I. Collectable Materials
- J. Suggested Suppliers

III. Bibliography and Credits

HAVE WAGON: WILL TRAVEL

Picture a young woman moving down the hall, pulling a red wagon. The wagon is loaded with toys, a coffee pot, the makings for instant pudding, assorted boxes, carpet squares, brushes, and tempera paint. She is a Child Development Specialist (CDS) with the Macomb 0-3 Regional Project, off to spend a morning at a sharing center in a rural community. Plans for the sharing center and arrangements for transportation for the families taking part have been made ahead of time. Now the CDS has collected her materials and is on her way, headed for the church room where the sharing center is to take place. The wagonload of materials will be loaded into her car or into the Macomb 0-3 Project's large mobile unit. Moving materials from the Project office to the sharing center location is not always easy. That wagon comes in handy to cut down on the number of trips!

Have Wagon: Will Travel outlines in detail how and why the Child Development Specialist goes about planning, setting up, and conducting sharing centers.

Basic Assumptions about Sharing Centers

As their name implies, sharing centers are places where parents and their youngsters come together to share experiences, activities, and ideas for mutual growth. Sharing centers contain elements of a parent cooperative nursery school. When parents of young children have opportunities to talk with each other and with the Macomb 0-3 Project's personnel, they find that many share similar experiences and problems. The sharing center is a place to learn about new activities, new and effective ways to deal with children, to watch other adults working with children, and to deal with common problems or unique situations that occur in a specific family. The sharing centers provide a supportive and comfortable atmosphere for parents where they can acquire new skills and knowledge. In rural communities, it is often difficult for parents to get together, even though they would like to. Sharing centers fill that need.

For the children, the sharing center is a place where they can be with other children and adults. The child can watch other children doing a variety of different things (painting boxes, stacking boxes or blocks, manipulating textured balls, trying pudding painting, or manipulating a pull toy) or the child can do those things himself.* Since much of the young child's time is spent observing other people, a great deal is learned in the observational learning situation. Project children, ranging in age from birth to three, and their siblings, ranging in age from birth to six, are involved in sharing centers, along with typical children from birth to three years of age.

---

*The author realizes that both boys and girls will be involved in this program. No intention is made to discriminate; however, masculine pronoun reference is used for readability purposes throughout this text and in no way reflects stereotyped concepts of children.

Sharing centers can be held in a home, in a church, in a community building, or outside in a yard, in a park, or even in a swimming pool. Holding the sharing center in the same place most of the time provides continuity and security. However, holding it in new places provides opportunities to learn about novel situations which help parents and children cope and adapt to a variety of new stimuli.

Sharing centers are physically arranged using the Montessorian concept of the prepared environment. Space and materials are planned so that the child can learn from the environment. Interesting and provocative materials are attractively arranged so that they are appealing and stimulating to the child, and in many cases, self-correcting; feedback comes from the objects and materials themselves. Such an environment is a place for the development of physical knowledge (a Piagetian concept).

The concept of sharing centers, as well as use of the suggested activities, can be adapted for use in programs whose basic philosophy differs from that of the Macomb Project. Conditions for learning activities can be more structured in terms of adult direction, or sequential steps. Other activities can be added, depending upon the needs of particular children.

Sharing center activities are planned for children of varying developmental levels and ages. It is assumed that even the severely handicapped child progresses through most of the same developmental stages as do "typical" children, but at a slower rate. The activities in Have Wagon: Will Travel were developed to be used with children of varying developmental levels. Children at different developmental levels will respond with different behaviors. Most of the children in a 0-3 project are in the sensorimotor stage of development; therefore, most of the activities have a motoric base.

Piagetian Knowledge and Its Implications

The curriculum of the Macomb 0-3 Project is based on a Piagetian approach. An explanation of Piagetian implications follows.

Within the Piagetian framework, there are three kinds of knowledge: social, physical, and logico-mathematical. Since the primary focus of 0-3 curriculum activities is for children operating in the sensori-motor period, activities for the sharing centers are planned to include social and physical knowledge. Social knowledge is acquired through external sources, people and situations. It involves things that are expected from members of a child's social group (drinking from a cup, solving problems without hitting, appropriate responsive smiling).

Within this age range, mother-child attachment is emerging and becoming stronger. Sharing centers provide an opportunity for the child to venture out and explore peer interaction even though the mother is present. Feedback comes from people. Therefore, a child learns through relating with people as to whether his actions are acceptable and appropriate.

Through playing, resting, and eating, a child comes in contact with objects. These objects represent his physical environment. As the child acts upon these objects, he gains physical knowledge (dropping a ball and watching it move, tasting different foods).

When a child has the opportunity to watch and interact with other children and adults, he can acquire social knowledge. By manipulating and exploring the objects in the prepared environment of the sharing center, the child acquires physical knowledge. The sharing center activities promote growth through a combination of physical and social knowledge. It is

natural for the child to experience both physical and social knowledge simultaneously (going through an obstacle course with a group of children). As the child is finding out about the physical and social characteristics of an object, he is also developing a network of relationships--the beginning of logico-mathematical knowledge.

For a more complete explanation of physical and social knowledge, see Kamii (1977).

The Importance of Play

The composition of a typical sharing center reflects an understanding of the importance of play. Adaptation, experimentation, and imitation are fostered through the play opportunities made available to the children taking part in sharing centers.

The infant possesses a set of reflexes which he gradually learns to coordinate and eventually move into autonomous behavior. According to Piaget, development of these reflexes into operations comes through play. In play, the baby adapts for experimentation where there is little to lose in making mistakes. As the infant grows older, through his own initiative in play, he can act on the environment rather than merely reacting to it. Piaget states " . . . the active methods of infant education all require that the children should be provided with suitable equipment, so that in playing they shall come to assimilate intellectual realities which would otherwise remain outside infant intelligence." (Piaget, p. 157.) For the handicapped child this may mean special provisions such as positioning and adaptive materials which will allow the child to use his initiative in play through movement.

An important aspect of play (and cognition) is imitation. Since a child learns by watching and trying out another person's actions, many of the activities in the sharing center curriculum are based on children interacting with other children and adults. The interaction that occurs in play during the sharing center results in the modeling of others' behavior, stimulating further learning.

Goals of Sharing Centers

The following general goals have been established for both children and parents participating in sharing centers:

Child

Develops gross motor skills
Develops fine motor skills
Develops receptive language
Develops expressive language
Develops cognitive skills
Acquires self-help skills
Acquires social skills
Makes needs known
Interacts with adults and peers
Develops autonomy
Observes the behavior of other children
Adapts to a different environment
Goes to adult for help
Uses new materials
Develops physical knowledge
Develops social knowledge
Develops sensory awareness
Develops eye-hand coordination

Parent

Child-proofs home and center
Sets up home and center effectively for child exploration and learning
Provides a variety of experiences for the child
Utilizes household objects for experiences with the child
Stimulates the child's language
Communicates with other adults and children
Shares problems and experiences with other adults
Develops skill in using child management techniques
Accepts child at child's developmental level and child's handicap and/or delay
Develops skills in planning and conducting sharing centers

Objectives

Sharing center goals and objectives result from a major goal: to plan appropriate activities to meet the needs of all the children participating within the total conceptual framework of sharing centers. In order to meet such a goal, information and curriculum activities from home visits, the Piagetian framework, and the core curriculum behaviors are integrated into a functioning whole.

Procedures for Holding Sharing Centers

Starting a Sharing Center

Location - where can a sharing center be held?

One of the first questions in getting started is, "Where is the best place to hold a sharing center?" No particular place is necessarily better than another, but is is both desirable and possible to find space that does not have to be rented. Possible locations are many:

1. A room in a community building such as the Red Cross, the Salvation Army, the YMCA, the 4-H, or a recreation center
2. A room at a service club such as the Elks, Moose, or Lions
3. A private home or outdoor yard
4. A meeting room in a church
5. A public school meeting room
6. A mobile unit such as the one used in the Macomb 0-3 Project
7. A park

In selecting space, several factors must be considered. Is the area consistently available? Is there enough space so that several activities with small groups can go on at the same time? Are restrooms and water available? Can the area be childproofed in a reasonable amount of time? Is the room temperature comfortable enough, year around, so that children can actively participate in diapers or underclothing, without shoes and socks? The Macomb 0-3 Project staff holds some sharing centers in their mobile unit in rural areas where only two or three families participate. However, in the mobile unit space is too limited to accommodate more than two or three children and their parents.

Time - when can a sharing center be held?

Several factors related to time must be considered. These include the length of time, the best time of day, and how frequently sharing centers are held. The Macomb 0-3 Project finds that holding sharing centers in mid-morning, for one to two hours, works well. Older siblings are in school, so the group size is manageable. Most of the Project children are awake in the morning, but take afternoon naps. Sharing centers usually begin at 10 a.m., since that gives the Child Development Specialist (CDS) time to set up and also allows for transportation time for families. Parents are involved in making the decision about the specific time to begin.

The frequency of sharing centers depends upon several factors. The severity of the handicapping conditions is important. Children with severe handicaps participate more frequently than those with moderate developmental delay. Another important factor is the need of the parents, who are busy people. Sometimes it is easy to forget that parents have activities and responsibilities which limit the amount of time they can spend in Project activities. Participating in sharing centers, as well as home visits, serving on the Advisory Council, coming to counseling sessions, and attending other Project activities are all time consuming. Parents and Project staff agreed upon holding sharing centers every two weeks. During the summers, some sharing center groups maintain the two-week schedule, while others decide to hold sharing centers once a month.

People - who comes to a sharing center?

A parent or primary caretaker must attend the sharing center along with his/her child and siblings. Under no circumstances should the sharing center be considered a baby-sitting service.

Families who come to a specific sharing center usually reside in approximately the same geographical area. In a rural project such as the Macomb 0-3 Regional Project it is sometimes difficult to hold sharing centers in locations where families living in remote areas without transportation can attend. The mobile unit becomes useful in such situations, although it does not always solve the problem. Sometimes transportation is provided for families; at such times, at least two staff members are involved in a sharing center, one to set up, the other to transport.

The number of staff members involved in the actual running of a sharing center varies according to the number of participants, location, and availability of staff on a given day. Optimally, two CDSs work together to run a sharing center. However, one CDS is able to plan and execute a sharing center effectively; this situation frequently occurs in a rural area. Since parents attend along with their children, there is generally adequate adult participation and help.

Three to five Project children and their parents (or primary caretaker), along with two or three families with typical children, represent a good number for an effective sharing center. The Project assumes that it is important for handicapped children to have opportunities to observe typical children who model behavior which is often goal behavior for Project children. Observational learning, along with the accompanying model function of typical children, is an important outcome of the sharing centers. As such the mix of Project children with typical children also provides a kind of mainstreaming. Children in the sharing centers are of varying ages, from infancy to three. In addition, siblings of Project children, who are of preschool age, are also included. A sharing center, then, may have children from birth to six involved in various activities. Such multiage grouping provides a wide range of activity for the Project children to observe.

When the Project had several cerebral palsied infants, all in need of physical therapy, they were grouped in a sharing center so that the best use of the physical therapist's time was made. (In rural areas physical therapists are not easily available, so they are integrated into sharing centers in order to make use of their limited time and accessibility.) Such a grouping gave the mothers additional support. However, other children were also integrated into that sharing center.

When a sharing center group is formed, the membership is generally kept stable, taking advantage of parents and children getting to know one another and the Project staff. The atmosphere gradually becomes one of trust and mutual concern. When, for some reason or other, members drop out of a sharing center, new members are brought in. Openings are made available first for Project children.

Procedures - how is a sharing center set up?

After a group of parents and children has been gathered, and appropriate space and time have been decided upon, there is still a lot of work to be done before a successful center group can begin. A regular schedule must be developed so that parents know when the sharing center will be held. This schedule can be distributed among sharing center members, or listed in a newsletter, if one is available.

Even though the Macomb 0-3 Project has a schedule, the CDS calls a day or two before a sharing center in order to find out how many will be attending and to plan accordingly. The phone call is a good time to let parents know about any special needs; i.e., a field trip, a messy activity which would require an additional set of clothing, or special materials which can be collected and brought from home.

Activities - what happens at a sharing center?

The sharing center begins with a period of individual activities so that parents and children who arrive late can join in easily. Activities are planned so that at least one activity is successful for each child present. The activities are planned to offer challenges within the children's range of abilities. Adults join in some activities, while others are designed so that children can participate without adult aid. Parents and CDSs work at the child's eye level. Sometimes the adults lie on the floor or sit in small chairs.

Activities include those planned for gross motor, fine motor, cognitive, and self-help skills. Language activities are a part of the sharing center at all times, and are integrated with all the other activities. Self-help skills, including feeding, are also integrated into other activities. Several types of activities are included: some that mothers are not likely to do at home and some which can be done using objects easily found in a home. In addition, field trips to such places as farms, parks, unique playgrounds, and swimming pools may be planned. Important criteria for field trips are availability of space and opportunity for child exploration and movement.

During the sharing center, time is set aside when parents can talk about their special needs, or get new information (a parent study group). Snack time is often a good time for such discussions. If enough help is available, parents can go to another area for some time together. Volunteers, college students in training, or other members of the Macomb 0-3 staff work with children while parents are involved in study groups. If a CDS is conducting a sharing center with no additional help, she engages the parents in a discussion on a topic of mutual interest (PET, language development, height and weight measurement) while the children engage in free play for approximately fifteen minutes. After parents become acclimated to one another and to sharing centers, they feel more comfortable in suggesting topics for discussion as well as for activities. Arrangements can be made for an outside consultant to come talk with them during these parent study groups.

If a parent or two is involved in planning an activity, that parent is contacted by the CDS to offer help with planning or to determine materials needed for the activity. Parents are shown how to become more and more skillful in setting up and planning activities. Ultimately, parents may be able to take over the entire sharing center, with the CDS functioning as a consultant, but this takes a great deal of planning.

The CDS who is responsible for the sharing center must provide herself with planning time for preparation of additional activities for the sharing center. If the CDS who is conducting the sharing center does not have the participating children in her caseload, she contacts the home visitor(s) to review bi-yearly goals and activity plans for home visits, thus coordinating plans and evaluations with the home visitor(s). This information is considered when activities are planned. Activities are included for age levels from birth to six including siblings. (See section on Basic Concepts for Working with Children under Three.) Physicians' and therapists' recommendations are also an important consideration in the planning stages of activities. The CDS and involved parents plan, prepare, and gather materials ahead of time.

The day of the sharing center, the CDS loads the wagon and arrives at least thirty minutes ahead of time to set up materials and activities at the site. In the prepared environment, everything is arranged so that the staff is free to greet parents and children as they arrive. Having the room completely set up before the participants arrive, with soft music playing in the background, provides an attractive setting for the staff to greet parents and children at the door.

If there are new parents and children, they are introduced to the others. Every person is greeted or acknowledged as they come into the sharing center. Parents and children soon become involved in the ongoing activity and are also encouraged to work with others. Staff interaction with each parent is important; however, at the same time, the needs of all parents (i.e., towel, warmed bottle) are noted and dealt with as they arise.

Following snacktime, children, parents, and staff engage in clean-up activities. Materials are loaded into the car or mobile unit, and children and parents requiring transportation are taken home. After having arrived at the Project office, CDSs unload the wagon, unpack, materials, sterilize toys, and replace them on the shelves.

After parents have participated in four or five sharing centers, they begin to help plan activities. Eventually, parents plan activities without help, culminating in the planning of entire sharing centers.

Sample Schedule

The following schedule represents an approximate timetable for the transporting of parents, the setting up and running of a sharing center, and the return to the office. Activities with the children and parents overlap, however, and are not confined to the exact times designated below.

Person #1 (CDS)

9:15 Pack materials and transport to the sharing center site

9:30 Set up room arrangement - child-proof center site

10:00 Begin sharing center - activities for children and parents

10:25 Conduct parent study group - speaker, filmstrip, etc. (Activities for children continue)

10:35 Help children wash for snack

10:45 Snack

Person #2 CDS

9:30 Pick up families and transport to sharing center site

10:00 Begin sharing center - set out new activities during course of center

10:35 Set up snack

10:45 Snack

Sample Schedule (cont.)

11:00 Conclude sharing center - clean up and load materials into car

11:20 Arrive at office - unpack and wash toys

11:00 Transport children home

11:30 Arrive at office

Basic Concepts for Working with Children under Three

Adults at the sharing center must watch children closely to prevent accidents or injuries, but at the same time allow for independent exploration on the part of the child. Opportunities for the child to be autonomous and display his own initiative are important.

Certain aspects of working with children under three may appear obvious, but they are sometimes overlooked by those who are accustomed to working with the three-to-five age group. These basic conditions are listed below to serve as a reminder.

1. Child-proofing

   Remember that everything goes into the mouth! Watch out for small objects, sharp items. If you intend to use small manipulative objects, make sure an adult is working closely with each child.

   Plug safety shields into electrical outlets. Watch out for lamp cords.

   Remove any valuable pieces; children do not discriminate between cheap and expensive things.

   Make sure that all cleaning aids, chemicals, and medicines are out of reach.

2. Floor space

Remember that small children need a large floor space.

Clear the area of coffee tables, chairs, and other furniture.

Allow room to run.

3. Cleanliness

Make sure the area is clean, especially the floor space.

Spread a small carpet, carpet squares, or a throw rug over the section.

Wash toys and materials each time after use with a disinfectant. Clean with special care those toys that have been mouthed.

4. Placing of toys

Place toys and pictures at a low height, in range of vision of children.

Be sure to place toys within easy reach of non-mobile children.

Sometimes place objects hanging overhead.

5. Language

Talk to the child, play music.

Expand utterances. (Adults expand the child's utterance to the closest grammatical statement. If the child says "cat table," the adult says, "Yes, the cat jumped on the table.")

Provide new information when talking to the child.

Acknowledge the child's attempts to communicate.

6. Range of experiences

Provide a wide range of experiences for the child. Let him taste, smell, hear, see, and touch things.

Provide activities the child can accomplish himself, without adult help, when possible.

7. Snack

Suit the snack to the level of the child. Think of appropriate consistency of the food, how to adapt it to the individual child.

Provide an area for warming bottles.

8. Freedom of movement

Provide freedom for the child to explore and manipulate, but watch carefully at all times. Mothers will do this, also.

Close doors so the space is easily identified and contained.

9. Activity is individual

Expect parallel play with children under two; however, they will interact with each other, from time to time. Most activity is individual or between the child and one other person (mother, peer, or older child). A great deal of this child's interaction will be with adults (particularly the mother).

Avoid large group activities, such as singing together, listening to a story, or playing games; such activities do not work well with children under three. The older children at a sharing center may participate in a small group, however.

10. Physical interaction

Keep in mind that young children explore each other and their environment in many ways. Among these are hitting and pushing their peers. Children watch for reactions and results and from these learn about getting along with each other, as well as learning about cause and effect.

Expect these behaviors.

When children hit and push continually, however, remove and/or distract the aggressor. Learn when to step in and when to wait a few minutes (i.e., when the behavior seems to be a one-time exploratory act and no one gets hurt). Often both children will engage in such behavior.

11. Novelty

Plan novel experiences. After the child has developed a set of expectations about a particular toy, try to think of ways to present the toy or activity in a new way - to produce surprise and accommodation.

Introduce familiar materials used in new ways. For example, paint with water (instead or paint) on the floor, sidewalk, a box, or the outside of a building.

12. Selection of toys and materials

Choose toys and materials that are self-correcting whenever possible.

Select toys that vary one attribute at a time when attempting to develop concepts or when establishing activities in sequence of difficulty. (Montessori graduated cylinders meet this criterion.)

Evaluation of Sharing Centers

So many things go on at the same time involving so many people, that one person alone (the CDS) has a difficult time evaluating the activities that take place at a sharing center. One CDS is busy with children, parents and activities. The second CDS, however, has a better opportunity to observe specific children and parents. Therefore, the sharing centers are generally evaluated after the CDSs are back in the Project office, using the form which follows.

The information on the form provides a record of the occurrences at a sharing center. Note that a distinction is made among Project children, siblings, and typical children. A record is kept of the activities in which a particular child participated. Study group activities are also noted on the form. The section on comments provides a space for recording anecdotal information. A parent could record information on the form during the sharing center.

Periodically, a backpack videotape recorder is used to video the center's activities and participants. The videotapes are then viewed at a later time with several purposes in mind: improving CDS behavior, analyzing parent and child behavior, and comparing the activities with earlier centers. Parents and children also enjoy viewing the playbacks of the videotapes.

Photographs and slides for the Project are also taken, sometimes by the parents. When they have been dated and arranged in sequential order, by child and parent, changes in behavior can be identified. The slides are sometimes shown at the sharing center as part of the activity. Photographs are also brought and shared with parents.

Another means of evaluation is parent comment about sharing center activity. Parents' attitudes about the Project are systematically obtained every six months, using a questionnaire form. Uniformly favorable comments are obtained from the parents. Parent comments during, after, or before a center provide an evaluation measure. Such comments can lead to the modification, addition, or deletion of an activity, or to the repetition of a favorite activity. When an activity works very well, or when it is unsuccessful, The CDSs analyze the elements of the activity so they can become more effective in designing and developing further activities.

Other evaluation data can be collected by recording the number of parents who attend each sharing center, along with the number of siblings and Project children. Also important is the number of parents who, for one reason or another, fail to attend a scheduled center.

Changes in the child's behavior at sharing centers are often noted by both parents and CDSs. As the CDS plans individual activities for home visits for a particular child, she uses the information gained during sharing centers to plan. Anecdotal records of child behavior, including sharing center behavior, are kept in the child's file.

Photographs and slides for the Project are also taken, sometimes by the parents. When they have been dated and arranged in sequential order, by child and parent, changes in behavior are often apparent from the pictures and slides. The slides are sometimes shown at the sharing center as part of the activity. Photographs are also brought and shared with parents.

Another means of evaluation is parent comment about sharing center activity. Parents' attitudes about the Project are systematically obtained every six months, using a questionnaire form. Uniformly favorable comments are obtained from the parents. Parent comments during, after, or before a center provide an evaluation measure. Such comments can lead to the modification, addition, or deletion of an activity, or to the repetition of a favorite activity. When an activity works very well, or when it is unsuccessful, the CDSs analyze the elements of the activity so they can become more effective in designing and developing further activities.

Other evaluation data can be collected by recording the number of parents who attend each sharing center, along with the number of siblings and Project children. Also important is the number of parents who, for one reason or another, fail to attend a scheduled center.

Changes in the child's behavior at sharing centers are often noted by both parents and CDSs. As the CDS plans individual activities for home visits for a particular child, she uses the information gained during sharing centers to plan. Anecdotal records of child behavior, including sharing center behavior, are kept in the child's file.

MACOMB 0-3 REGIONAL PROJECT:

A RURAL CHILD/PARENT SERVICE

Sharing Centers

Date of Center: _____
Length of Time: _____
Name of Evaluator (CDS): _____

1. List code number of each Project child attending the sharing center.

Project child	# of siblings

2. List names of typical children.

_____
_____
_____
_____
_____

3. List activities.

	code # of child participating
_____	____ ____ ____ ____
_____	____ ____ ____ ____
_____	____ ____ ____ ____
_____	____ ____ ____ ____
_____	____ ____ ____ ____

4. Study Group Activity (if applicable).
   a. Discussion _____
   b. Media _____
   c. Question/Answer _____
   d. Speaker _____

5. Comments: _____
_____
_____
_____
_____

ACTIVITIES

Although the activities which follow are classified by major categories, there is a great deal of overlap. The decision to classify an activity in a particular category is sometimes arbitrary. Whether activities are labeled "Gross Motor," "Fine Motor," or "Sensory," each contains elements of the other. Almost all of them contain cognitive elements. Language experiences are integrated throughout all activities. Self-help skills are not listed separately because they occur during snack time, arrival, departure, and during activities, thereby functioning as a natural part of the sharing centers. A good activity encompasses a variety of areas.

The decision to group the activities as "Gross Motor," "Fine Motor," "Sensory," and "Cognitive" is a departure from the Piagetian framework. It does provide easily identifiable activities and goals familiar to most early childhood educators and parents, whatever their orientation.

GROSS MOTOR
ACTIVITIES

Blanket Riding

Objective	Materials	Procedure
1. The child feels movement of his body. 2. The child feels the blanket move in different patterns.	large, strong blanket 2-4 adults	1. Put blanket out on ground. 2. Have child lie down on blanket. 3. Ask two or more adults to gently swing the child back and forth.

Bolster Fun

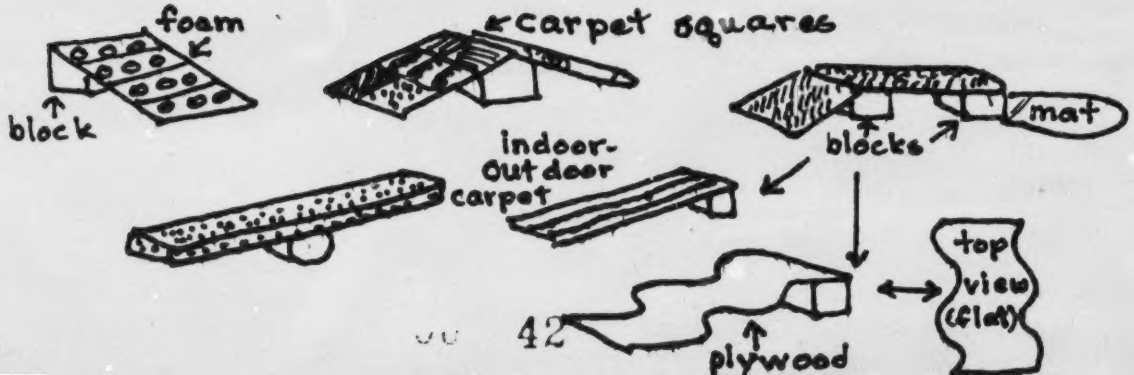
Objective	Materials	Procedure
1. The child uses several different motor skills on the bolster. 2. The child obtains an object from position on a bolster.	bolsters of different sizes	1. Set the bolsters out around the room. 2. Encourage the child to use them to crawl on, ride on, roll back and forth, push, jump over. 3. Position the child over the bolster. 4. Place an interesting object just out of his reach. 5. Roll the child on the bolster slowly toward object until it is within his reach.

Boxes

Objective	Materials	Procedure
1. The child stacks boxes. 2. The child climbs on/in boxes. 3. The child paints boxes. 4. The child interacts with other people. 5. The child maintains body balance of the boxes. 6. The child maintains equilibrium of stacked boxes.	large and small different shaped cardboard boxes	1. Place boxes near the child. Encourage the child to explore the different possibilities of the boxes for: climbing on/in stacking sitting in painting pushing/pulling nesting 2. Make a train with the boxes. Help the child sit in boxes. Push the child around. Ask siblings to help push, too. 3. Cut out different shapes in the sides of the larger boxes (circles, squares, etc.). The child can play with the box by crawling in and out of the cut out openings.

Infant Playground

Objective	Materials	Procedure
1. The child will move through the objects. 2. The child will control body movement.	plywood sheets covered with carpet, corrugated rubber, foam padding a variety of sizes and lengths is important for this activity wood blocks	1. Set up boards on blocks on the floor in an interesting pattern. 2. Encourage infants and toddlers to explore this structure by walking, crawling, creeping, rolling, or sliding over and under it. 3. Include a variety of textures as well as angles of ramp slant.



Jumbo Ball

Objective	Materials	Procedure
1. The child feels the movement of the ball.	large ball medium ball small ball balloons	1. a. Lay the child in a prone or supine position on mat. b. Roll the ball over the child. rotating motion bouncing motion up and down c. Apply pressure gently. Do not force this activity on the child. 2. Place the child over the ball and gently rotate forward and backward. 3. Roll the child in circular motion in sitting position. (Watch for righting reflex.)

Ladder Movement

Objective	Materials	Procedure
1. The child balances his body. 2. The child problem-solves. 3. The child moves over the ladder. 4. The child steps with his feet between the rungs of the ladder.	small step ladder	1. Place ladder on the floor. 2. Aid the child in stepping between the rungs of the ladder. 3. Ask the child how to get from one end to another (crawl, walk, etc.). 4. The child explores the ladder. 5. Put the ladder up against a wall or incline. 6. Have the child climb up the ladder.

Roll Out the Barrel

Objective	Materials	Procedure
1. The child moves inside the barrel. 2. The child feels movement in barrel. 3. The child pushes the barrel.	large barrel or cylinder - carpet lined	1. Place the child in center of barrel. 2. Slowly rotate the barrel until the child gets the idea of moving it himself. 3. Encourage the child to propel self by shifting his weight in the barrel. 4. Variations: a. Place the child on top of the barrel - prone or supine - and gently rock him forward and backward. b. Encourage the child to push or pull the barrel. c. Have the child crawl through the barrel.

Water Adjustment

Objective	Materials	Procedure
1. The child moves in the water. 2. The child reacts to water resistance. 3. The child adapts to a new environment (water - pool).	pool at least 3 feet deep	1. Introduce child to the water slowly. a. Dangle feet in water. b. Rub water on body parts (washcloth can be used). c. Carry or walk child around entire pool so he can see and hear the sounds around him. 2. Bounce the child gently up and down in the water. a. Start bouncing slowly and gently and get faster and more vigorous. (Don't expect too much too soon.) b. Bring a favorite toy for the child to keep his interest. 3. Move the child quickly through the water and slowly through the water. a. Talk or sing to the child. b. Play water games - Motorboat Motorboat, motorboat, go so slow Motorboat, motorboat, go so fast Motorboat, motorboat, step on the gas!

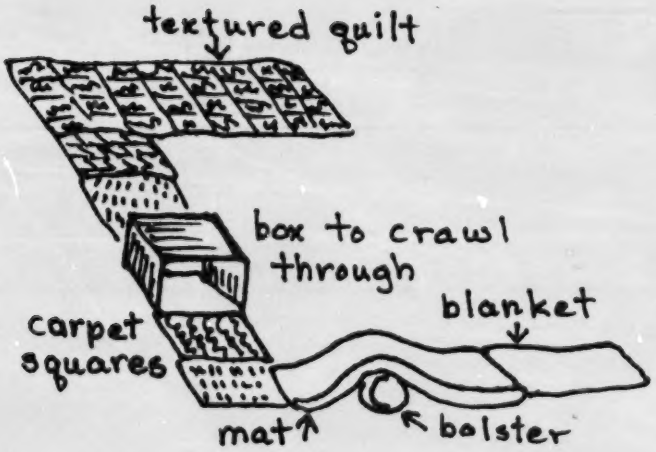
Chair Walk

Objective	Materials	Procedure
1. The child will move from chair to chair on two feet. 2. The child will pull himself up to stand by a chair.	several small chairs or stools, arranged in a pattern, slightly apart from one another, but close enough so the child can move from one to another	1. Encourage the child to pull up to one of the end chairs. 2. Place a toy on the next chair. 3. Help him move to the next chair. 4. Encourage the child to move from chair to chair spontaneously. 5. The mobile child may want to move from chair to chair, sitting on each one. Play music, or sing for him.

This activity is for the child who is almost ready to walk.

Obstacle Course

Objective	Materials	Procedure
1. The child will move over the obstacle course.	thin mattress or mats bolster blanket(s) and/or sheet carpet squares box with two ends cut out	1. Set up the obstacle course before children arrive. 2. Encourage children to explore the obstacle course by crawling, creeping, rolling, sliding, or walking on it. 3. Arrange the course in different patterns. 4. Use sturdy, low boxes to elevate a part of the course slightly.



FINE
MOTOR
ACTIVITIES

Balls

Objective	Materials	Procedure
1. The child rolls the balls. 2. The child tosses the balls in any direction. 3. The child touches the balls. 4. The child verbalizes about the different balls. 5. The child bounces the balls.	balls of different sizes, shapes, colors, and materials, i.e., cloth balls, rubber balls, footballs, textured balls inclines - (boards, slides, boxes)	1. Place balls where the child can get to them in a large, open area. 2. Encourage the child to use the balls in different ways - roll, toss, bounce. 3. Talk with him about the balls and their different qualities. 4. Try the balls on the different surfaces (carpet, floor, walls). 5. Have inclines in the room so the child can roll the ball down the incline. 6. Set boxes around the room to roll or toss balls into.

Block Drops

Objective	Materials	Procedure
1. The child puts wooden blocks into and out of a metal container.	wooden blocks metal cups coffee cans	1. Set out blocks and empty containers. 2. See if the child drops the blocks into the containers. 3. Demonstrate for the child if he does not. 4. See if the child will stand up and drop the blocks into the cans.

Blocks

Objective	Materials	Procedure
1. The child lifts the blocks with his hands. 2. The child builds with the blocks. 3. The child shares the blocks with others. 4. The child feels the different blocks.	blocks - bristle blocks foam blocks wooden blocks plastic blocks small and large blocks	1. Place the different types of blocks on the floor where the child has a large area to use them. 2. Encourage the child to feel, build, etc., with the blocks. 3. Talk with the child about the different qualities of the blocks - size, weight, color. 4. Talk about what the blocks are made of. Ask questions such as: "I wonder what would happen if . . .?" "How does the block feel?"

Bottle and Caps

Objective	Materials	Procedure
1. The child places caps on the bottles. 2. The child verbalizes about the bottles and caps. 3. The child feels the textures of the bottles. 4. The child feels the sizes of the bottles.	clean assorted plastic bottles caps to match bottles	1. Place the bottles and caps at the child's level. 2. Encourage the child to explore the bottle. 3. Watch for the child to discover the relationship between the bottle and cap when the child puts a cap on a bottle and screws it on. 4. Verbally describe what the child is doing.

Bubble Tub

Objective	Materials	Procedure
1. The child mixes soap and water to make bubbles.	liquid soap water tub drop cloth water toys food coloring	1. Put drop cloth down. 2. Fill rub with water. 3. Squirt liquid soap into water. 4. Let child swish it in the water and play with the bubbles. 5. Provide water toys for the child to use with the bubbles and water. 6. Add food coloring after bubbles are made.

Can and Objects

Objective	Materials	Procedure
1. The child picks up objects. 2. The child places objects in container. 3. The child feels the different objects.	empty coffee cans with top or plastic bowls with tops odds and ends - i.e., large buttons, large beads, shapes, chips, etc.	1. Cut different shapes, i.e., squares, circles, ovals in the plastic tops for the cans or bowls. 2. Gather items to go in the cans/bowls. 3. Put some items in the cans/bowls and some on the floor. 4. Encourage the child to explore the items and containers. 5. Model for the child how the shapes can go in the different slots.

Corn and Pans

Objective	Materials	Procedure
1. The child feels the textures of materials. 2. The child feels the sizes. 3. The child sees the colors. 4. The child explores the quantity relationships of full and empty. 5. The child pours the corn in different containers.	corn, peas, beans, or cornmeal, cornstarch, cornmeal, salt different size pans, spoons, sieves, cups, paintbruch, etc. dropcloth	1. Place corn in large pan. 2. Encourage the child to explore the corn. 3. Lay out spoons, sieves, cups, etc., for the child to use as he manipulates the corn.

Foot Play

Objective	Materials	Procedure
1. The child obtains a toy by using his feet.	small rattle or other interesting toy	1. Place the toy near the baby's toes. 2. Encourage the child to use feet to pull the toy up within reach. (May want to hold child's hands.) 3. Demonstrate using your feet or prompt child by taking his foot and moving the toy.

Grasping

Objective	Materials	Procedure
1. The child grasps objects of different thicknesses.	spoon rattle block ball other objects of different thicknesses	1. Provide several objects of different thicknesses. 2. Place them within reaching distance of the child and observe how he/she picks them up and holds each one. 3. If the child does not grasp the objects, demonstrate for him.

Jello Shapes

Objective	Materials	Procedure
1. The child cuts shapes from finger jello with cookie cutters. 2. The child lifts shape from finger jello and feeds himself.	*finger jello ingredients cookie cutters table napkins *recipe is in the recipe section	1. Mix finger jello. 2. When it has set, set the pan and cookie cutters on the table. 3. Let each child select a cutter to cut out his own piece. 4. Have him use his fingers to lift the piece out to eat.

Look at Me

Objective	Materials	Procedure
1. The child lifts head up to look into a mirror. 2. The child explores self in a mirror.	mirror bolster	1. Place the mirror on the floor. 2. Position the child on stomach on the floor in front of the mirror. 3. Direct attention to the mirror by tapping on it and saying child's name. 4. If child looks up, observe to see if he notices himself. 5. See if the child will do it again without prompting. 6. If the child does not look up, verbally prompt him while moving his head to look up. 7. For child with little or no head control, position him on a bolster.

Paint Box

Objective	Materials	Procedure
1. The child paints on the box. 2. The child mixes two colors of paint. 3. The child grasps a brush.	large cardboard box dry paint dish soap water brushes - different sizes paper towels drop cloth paint smocks	1. Mix paint with child and parent's aid (older child). 2. Add some dish soap to paint to help the paint to come out of the clothes easier and aid in clean up. 3. Place drop cloth on floor. 4. Put box, paint, and brushes by box. 5. Encourage the child to paint box.

Pan Mixtures

Objective	Materials	Procedure
1. Child manipulates mixtures.	finger paint (for infants, this can be made with Karo syrup and food coloring) smooth paste of flour and water wet sand cookie sheets or 8 1/2 x 11" cake pans	1. Fill pans with small amounts of the mixtures. 2. Allow children to explore these these textures freely. 3. Ask parents to encourage children by modeling. 4. Add small spoons to the trays for added manipulation

Pegs and Pots

Objective	Materials	Procedure
1. The child manipulates various size objects and containers.	pegs blocks rods plastic coins small balls other small manipulatives margarine tubs milk cartons plastic milk jugs other type containers	1. Put several containers out on the floor. 2. Fill some of the containers with the manipulatives. 3. Spread the rest of the manipulatives out on the floor. 4. Observe to see if the child transfers objects from container to container, pours them out, fills containers, etc.

Picking Up

Objective	Materials	Procedure
1. The child picks up a small object with a clip clothespin.	clip clothespins small pegs, rods, rattles, etc.	1. Demonstrate the use of a clip clothespin. 2. Spread out several small objects and give the child a clothespin. 3. See if the child will attempt to pick up an object with the clothespin. 4. If he doesn't, take the child's hand and help him work the clothespin to pick up an object.

Play Dough

Objective	Materials	Procedure
1. The child feels the texture of the dough with his hands. 2. The child feels the differences between the ingredients - i.e., salt, oil, of the dough. 3. The child squeezes the playdough.	flour salt oil cookie cutters rolling pin (optional) spoons plastic drop cloth Recipe: 1 cup flour 1 cup salt 2 tbsp. cooking oil 1/2 cup water Combine all ingredients in a large bowl.	1. Make play dough with the child's and parent's help. 2. Lay drop cloth out. 3. Place play dough on cloth. 4. Divid or let the children divide the dough among themselves. 5. Encourage the child to use other objects with playdough (cutters, rolling pin).

Pouring

Objective	Materials	Procedure
1. The child fills and pours water with a variety of objects.	cups sprinkler sieve bucket scoops drop cloth	1. Spread drop cloth. 2. Fill tubs with water. 3. Set out the cups, scoops, etc., for the child to fill and pour with water. 4. For variation, put food coloring in sprinkler or bucket and pour into tub. Add another color.

Pudding Paint

Objective	Materials	Procedure
1. The child shakes pudding paint. 2. The child feels pudding paint. 3. The child tastes pudding paint. 4. The child paints with pudding paint using his hands.	instant pudding milk bowl with top spoon fingerpaint paper smocks paper towels water (or regular fingerpaint) drop cloth variation: peanut butter small chocolate chips molasses jelly honey	1. Encourage both parent and child to help in making pudding. 2. Follow directions on pudding box. Instead of using a bowl, use a plastic container with a top. 3. After all ingredients are in container, have the child help shake it up. 4. Place a tsp. of pudding on fingerpaint paper or plastic drop sheet. 5. Encourage the child to paint with the pudding using his fingers. 6. Variation - add other items in with pudding. Encourage child to mix in the items as he paints.

Sand and Water

Objective	Materials	Procedure
1. Child compares properties of water and sand freely.	water and tub water toys sand toys tub of sand	1. Provide a tub of water and water toys, tub of sand, sand toys. 2. Let the children experience the difference in textures and properties. 3. Let them combine the sand and water. 4. Also encourage them to observe which toys work best in sand or water or both.

Shoe Boxes

Objective	Materials	Procedure
1. The child stacks and/or nests boxes of many different sizes.	shoe boxes of different sizes	1. Set out shoe boxes of several different sizes. 2. See if the child will nest them and/or stack them. 3. Let him play with them. 4. If in play he doesn't nest or stack them, demonstrate. 5. See if he tries it in his play.

Shoe Boxes

Objective	Materials	Procedure
1. The child matches lids to different size shoe boxes.	shoe boxes of different sizes	1. Set out the shoe boxes and lids separately. 2. See if the child tries to fit the lids to the boxes. 3. If he does not, demonstrate.

Soap Painting

Objective	Materials	Procedure
1. The child feels the texture of the soap flakes. 2. The child makes a print with a body part.	Ivory flakes water bowls food color	1. Pour soap flakes into bowl. Gradually add water until mixture is a semi-stiff consistency. Color can be added. 2. Fill large trays with the mixture. 3. Hold children who are not ambulatory over the tray on mother's lap and encourage them to move their feet and hands in the mixture. 4. Encourage toddlers to move across brown butcher paper and make prints.

Soft and Light

Objective	Materials	Procedure
1. The child manipulates objects of different weights and shapes.	stuffed toys in a variety of sizes, shapes, textures, and colors foam cubes soft balls animal toys	1. Arrange toys in groups on a large rug or mat. 2. Encourage children to push, throw, roll these toys using hands, feet, and head.

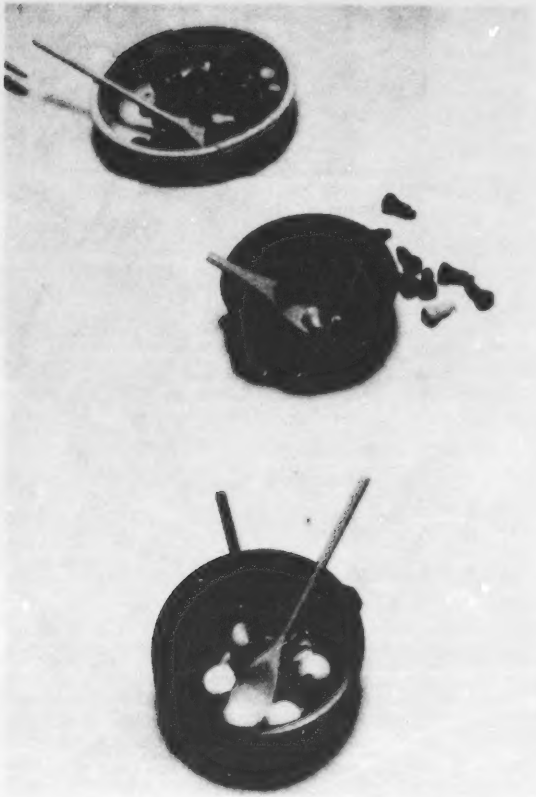
With many physically handicapped children, soft toys are easily grasped and also safer when body control is weak.

Stringing Things

Objective	Materials	Procedure
1. Child strings spools onto thread.	pipe cleaner string empty thread spools Variation - large beads, rigatoni noodles	1. Twist pipe cleaner around string to form a needle-like point. 2. Tie one spool at the end of some of the threads so the spools threaded will not come off. 3. Encourage the child to string the spools on the thread.

Sand Play

Objective	Materials	Procedure
1. Child uses variety of materials to play with sand.	drop cloths large trays sand (or sandbox if outside) pouring, sifting toys cars, trucks, etc.	1. Set up large trays on drop cloths with sand in them. 2. Provide the pouring, sifting toys, cars, trucks, animals, etc. 3. Encourage the children to experiment with the texture and materials. 4. Use opportunity for language experience. 5. If children hesitate, set up farm situation, highway.



SENSORY ACTIVITIES

Bubbles

Objective	Materials	Procedure
1. The child blows air through the straw. 2. The child makes bubbles. 3. The child blows with more force for more bubbles.	dish or bubble soap water bowls straws or hoops paper towels	1. Pour water or have child pour water into several bowls or one large bowl. 2. Place some soap in each bowl. 3. Put a straw in each bowl. 4. Encourage the child to blow into the straw or hoop if used. 5. Observe the child's actions and reactions. 6. Model for the child, showing him how to blow bubbles.

Carpet Squares

Objective	Materials	Procedure
1. The child feels the textures of the carpet squares with his hands and feet. 2. The child feels the different sizes of the fibers and squares of the carpet.	scraps of carpet of different texture, color, and design	1. Place the carpet squares on the floor. 2. Place the infant on the carpet and prompt him to crawl to objects on other carpet squares. 3. Encourage the older child to feel the carpet squares, sort the squares. 4. Use both sides of the carpet squares. 5. Play games such as jumping from square to square.

Feather Weight

Objective	Materials	Procedure
1. Child feels feather with different parts of his body. 2. Child blows the feather. 3. Child rubs feather on his hand.	feathers of different colors, sizes, and shapes	1. Rub feathers on child's arms, hands, legs, feet, and cheeks. 2. Encourage the child to feel the feather. 3. Ask the child, "How does it feel?" 4. Encourage the child to rub the feather on another person or himself.

Feeling Box

Objective	Materials	Procedure
1. The child feels various textures through a hole in a box.	large shoe box with lid various textured materials - felt, fut, cotton, burlap, satin, etc. various shaped blocks	1. Cut a hole in a box large enough for the child to put his hand in. 2. Put scraps of the various materials in the box. 3. Encourage the child to put his hand into the box and feel the many types of material. 4. Substitute various shaped blocks.

Feeling Quilt

Objective	Materials	Procedure
1. The child feels the different textures of the quilt. 2. The child moves across the quilt.	quilt made of various textured materials	1. Place child on quilt. 2. Encourage the child to feel different textures with hands, stomach, feet, etc. 3. Place toys out of reach in order to move the child around on the quilt. 4. Ask questions such as: How does it feel? Which one feels soft? Which one is rough?

Rhythm Instruments

Objective	Materials	Procedure
1. The child hears different sounds. 2. The child shakes the instruments. 3. The child taps the instruments. 4. The child interacts with other children and adults.	assorted instruments - commercial or homemade	1. Place instruments at child's level. 2. Encourage the child to try making music with an instrument, then share it with another. 3. Play music in background. 4. Have the group make music together. 5. Call attention to the different sounds and how an instrument works by taking one instrument and making music with it. Take another instrument and make music with it, then do both alternately and then both at the same time.

Rub-a-Dub

Objective	Materials	Procedure
1. The child responds to several tactile stimuli.	creme sachet baby powder cornstarch wash cloths cotton balls "handi-wipes"	1. Have mothers apply a small amount of powder, lotion, creme, etc., on infant or toddler. 2. Urge the child to rub the powder into his skin. 3. Use different methods of removing the lotion (cotton balls, wash cloths - dry or wet). 4. When using this activity with children below a 6 or 7-month developmental age, have the mother apply the lotion, etc., and rub it in.

Smells

Objective	Materials	Procedure
1. The child smells different items. 2. The child verbalizes about items.	vinegar juice water perfume flowers soap mint leaves or spices containers for items with child-proof lids (punch holes in top of each container and place a piece of cotton soaked in one of the above items or one of the items itself in the container)	1. Place the different items in containers. 2. Encourage the child to discover the different items by smelling the items in the jar. 3. Ask the child to smell each item. 4. Talk about the smells with the child. Ask the child, "How does it smell?"

Texture Rub

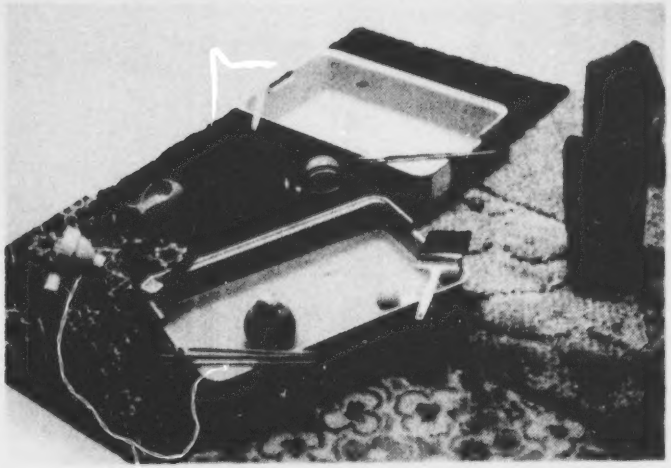
Objective	Materials	Procedure
1. The child reacts to stimulation. 2. The child feels the textures on his body parts.	bowl of water yarn ball piece of carpet terry towel various textures	1. Wet any body part of the child. 2. Dry that part off with different textures. 3. Pat, rub, brush, and tap the child with these textures.

Water Painting (Body)

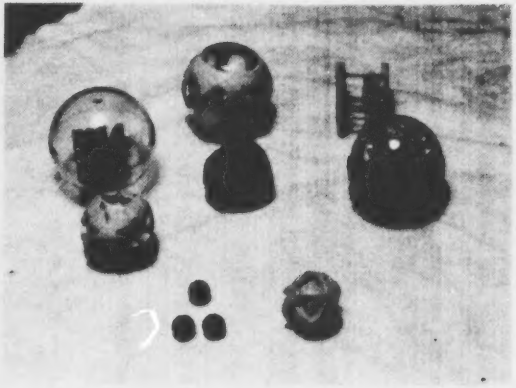
Objective	Materials	Procedure
1. The child feels the water on his skin. 2. The child manipulates paint brushes on his skin.	paint brushes - (assorted sizes) water tub water - warm, cold drop cloth paper towels	1. Fill tubs with water and arrange them on drop cloth. 2. Dress children only in diaper or underpants. 3. For small infants or severely delayed babies - have mothers stroke face, arms, stomach, and legs with brushes of different sizes and different stiffness. Also use different temperatures of water. 4. Encourage toddlers to paint themselves, trying different brushes and different temperatures.

Wet Meal

Objective	Materials	Procedure
1. The child shapes cornmeal and water mixture. 2. The child mixes the cornmeal and water. 3. The child feels the mixture.	cornmeal water bowl spoon drop cloth cups	1. Put out trays. 2. Mix cornmeal and water. 3. Provide small cups for forming shapes. 4. Pack mixtures into cups or molds.



ACTIVITIES



COGNITIVE

Where Is It?

Objective	Materials	Procedure
1. The child looks for object hidden in 2 or more places. (Developing object permanence.)	cloth shoe box toy apron or smock with pocket	1. Set up 2 hiding places - a cloth and a shoe box. Use apron, smock pocket for third. 2. In view of the child, move the toy from the box to the cloth and then to your pocket. 3. He will probably look under the cloth and then the box, but won't consider the pocket.

String Along

Objective	Materials	Procedure
1. The child obtains an object beyond his reach by pulling a string.	rattles and/or other small toys on a string	1. Place the object tied to a string out of the child's grasp. 2. Hand him the string. 3. Observe what he does. 4. If after several minutes he does not obtain the toy by pulling the string, demonstrate for him. 5. Hand the string back to the child and see if he tries it. 6. For variation, place two objects, one with a string, one without, out of reach. Observe the child's actions.

Where Am I?

Objective	Materials	Procedure
1. The child lifts a screen over a mirror to find himself.	small mirror with cloth screen attached to the top	1. Sit the child in front of the mirror with the screen down. 2. Watch to see what he does. 3. After several minutes if he doesn't find the mirror, lift the cloth and say "There's Tommy" (child's name) and then drop it. 4. See if the child will then lift it. 5. For variation, cover mother's face or an interesting object with the screen.

Color and Water

Objective	Materials	Procedure
1. The child watches liquid change color 2. The child follows moving object with his eyes.	food color trays or clear plastic jars water paper towels large spoon water toys	1. Fill trays with water. 2. Let children play in clear water. 3. Introduce color to the water. 4. Provide stirring sticks - finger can be used for mixing. 5. Add additional dyes to make new colors.

For infants who are able to track, a jar can be passed at an arc around their head while color is added.

Night Light

Objective	Materials	Procedure
1. The child tracks the light from a flashlight.	sturdy chairs or table blanket flashlight	1. The older child can help make a tent with the blanket laid between two chairs or on top of a table. Sit with the child in the tent. 2. Turn flashlight on. 3. Encourage the child to follow the light with his eyes. 4. Make hand shadows by putting hand in front of flashlight.

Things That Float and Those That Don't

Objective	Materials	Procedure
1. The child uses floating and non-floating toys in water play.	water tubs floating and non-floating toys drop cloth	1. Spread drop cloth. 2. Fill tubs with water. 3. Put some floating toys in the water. 4. Add one that does not float. 5. Observe child's reaction. 6. Allow for free play with the toys.

Tracking

Objective	Materials	Procedure
1. The child tracks an object visually in a 180 degree arc.	flashlight bright colored objects your face	1. Point the light toward the baby's face. Observe if he looks right at it. Move it closer, then back off. Observe his expression. 2. Hold a toy 6-8" from baby's eyes. Move it slowly across his line of vision to see if he will follow it. 3. Follow the same procedure with your face. 4. If the child does not track, shape tracking behavior for him.

Surprise Blocks

Objective	Materials	Procedure
1. The child manipulates the blocks. 2. The child acquires expectations about the weight of blocks. 3. The child exhibits surprise when he encounters the unexpectedly light blocks.	wooden blocks same size blocks made from a very light-weight material (styrofoam) Alternative: Use other materials such as balls, cars, trucks, adding similar ones of discrepant weight	1. Introduce the wooden blocks. 2. The child manipulated the wooden blocks. 3. The adult puts the light-weight blocks in the pile, inconspicuously and without comment. 4. Observe the child's behavior when he picks up the light-weight blocks. 5. If the child shows no surprise (change of face, body position), ask "Is that one different?" or "What happened?"

They're All Balls!

Objective

1. The child manipulates the balls.
2. The child verbally labels all the objects as balls.
3. The child rolls the balls.
4. The child throws the balls.
5. The child throws the balls into a box.
6. The child rolls the balls into a box.
7. The child catches the balls.

Materials

A set of balls of different sizes, weights, and colors –

- cloth
- crocheted
- knitted
- rubber
- plastic
- foam
- yarn

Alternative: Use a set of other objects such as different dolls, different blocks, different cars, etc.

Procedure

1. Arrange the balls on the floor.
2. The child manipulates the ball.
3. The adult labels the objects as balls, talks about throwing balls, catching balls, and the different characteristics.
4. Encourage the child to use language during the activity.
5. Encourage children to roll balls to one another.

Do What I Do

Objective	Materials	Procedure
1. The child imitates the adult's behavior.	none	1. The adult moves his hands (open and closed), fingers, arms, mouth, or head, and encourages the child to imitate him. 2. After imitative behavior is established, the behaviors can become more complex (sit up, stand up, sit down). 3. Play pat-a-cake with the child under one year. 4. The adult can imitate the child's behavior.

Let's Pretend We Cook

Objectives	Materials	Procedures
1. The child imitates drinking, eating.*	Toy dishes or small unbreakable glasses, cups, and saucers	1. Arrange the dishes on a small table (or in front of the immobile child).
2. The child imitates cooking meals.	small pots and pans spoons	2. The adult pretends to eat and drink from the dishes. Encourage the child to imitate.
	Do NOT use play-dough in this activity - just pretend	3. Using the pots and pans, pretend to cook something.
*This activity is for the 1 1/2 to 3-year-old.		4. Encourage the child to "cook" something.
		5. Work toward spontaneous imitation.

Let's Pretend We Do Things

Objective	Materials	Procedure
1. The child imitates adult's behavior. 2. The child spontaneously imitates the behavior without adult prompting.	Props such as steering wheel, plastic basin, play dishes, toy broom	1. Pretend to drive a car (or to be Daddy or Mommy driving a car). 2. Pretend to be an animal the child knows well (i.e., a cat or dog), sleeping, eating, walking. 3. Pretend to do household tasks: wash the dishes, sweep the floor, run the vacuum sweeper. 4. Pretend to get dressed - put on shoes, socks, pants, shirt. 5. The adults can model, encourage imitation. Work towards spontaneous imitation.

Feel and Sound Box

Objective	Materials	Procedure
1. The child crawls through the box. 2. The child walks through the box. 3. The child touches different textures and objects in the box. 4. The child vocalizes or verbalizes in response to objects inside box.	Large, sturdy cardboard box with two sides cut out (so child can crawl or walk through) Line inside of box with carpet, cloth of different textures. Hang aluminum pie pans at different lengths so they hit one another. Hang narrow strips of alumimum foil, folded. Hang small bells and any other safe things that make noise.	1. Encourage the child to crawl or walk through the box. 2. If the child is immobile, carry him through the box. 3. Encourage manipulation of objects and textures. 4. Talk about the sounds the child makes as he moves through the box. Emphasize cause and effect.

Suggested Combinations of Activities

A. Home
B. Outdoors
C. Church or Community Building

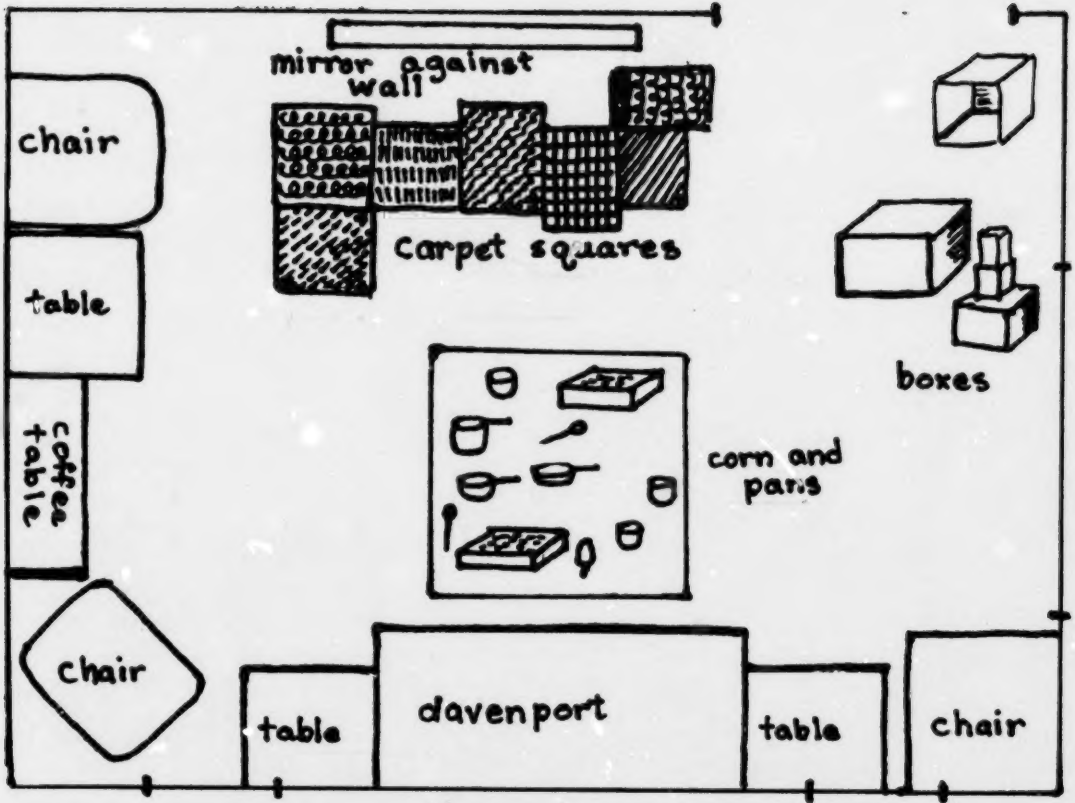
This section contains suggested combinations of activities for sharing centers held in homes, outdoors, or in churches or community buildings, as well as illustrations of suggested spatial arrangements. They are merely suggestions. Creativity and spontaneity on the part of the individuals arranging for the sharing centers are important. Flexibility in changing plans is important too, when unforeseen events arise.

Home

Holding a sharing center in a home calls for special preparation. Child-proofing the room or rooms to be used must be done. Special things, breakable items, and dangerous objects must be placed out of the children's reach. Furniture can be moved against the wall to provide open floor space. The host mother should be assisted with this work. If parents spend too much time getting ready, they may prefer not to host a sharing center again. Everyone should help with clean-up.

Sample Activities

1. Boxes
2. Corn and pans
3. Snack - Banana Log - mashed bananas
4. Carpet squares
5. Look at me!


mirror against wall
chair
table
coffee table
chair
table
davenport
table
chair
Carpet squares
boxes
corn and pans

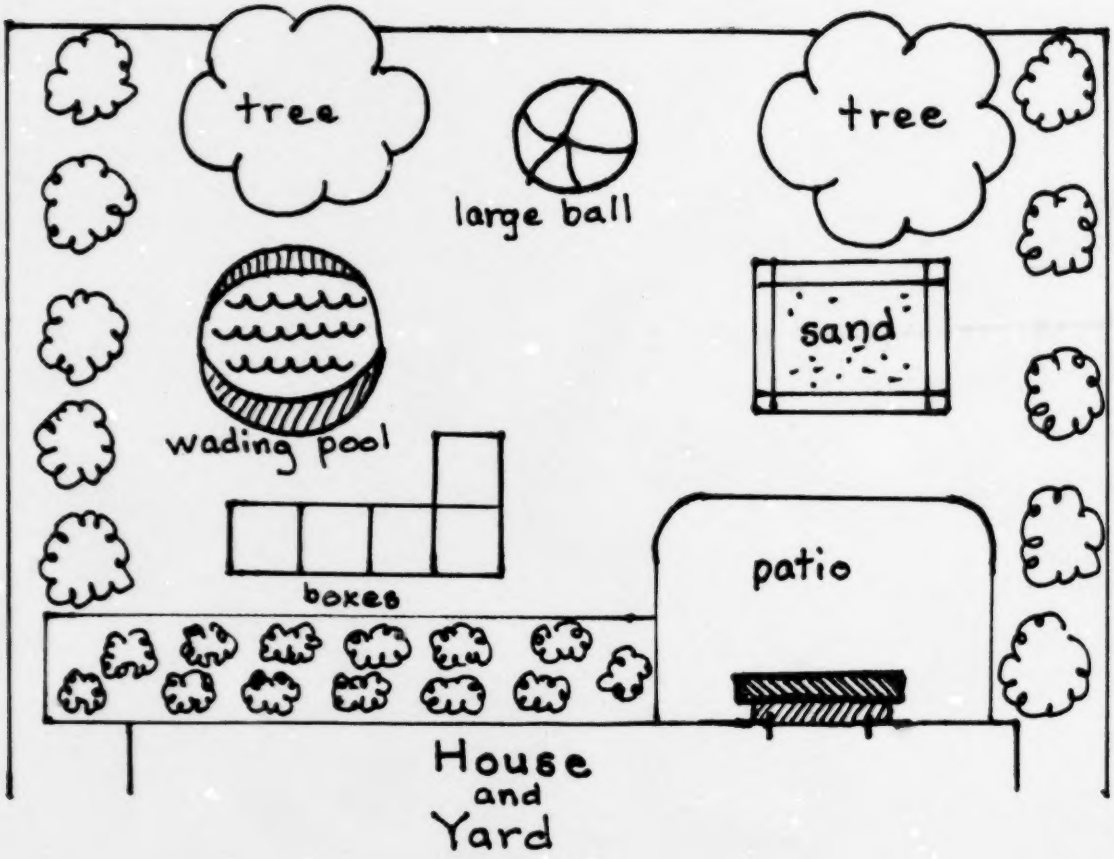
Home

Sharing Center Held Outdoors

Holding a sharing center outdoors in pleasant weather is a new experience for the children. A park or a yard at a home or community building works nicely. Find a place with partial shade, bathroom facilities nearby, and a water outlet. Be sure to get permission to use the area.

Sample Activities

1. Water activity with small child's pool
2. Sand activity
3. Big ball exercises - Jumbo Ball
4. Blanket Riding
5. Snack - Honey Balls (made along with children who are interested)
6. Boxes

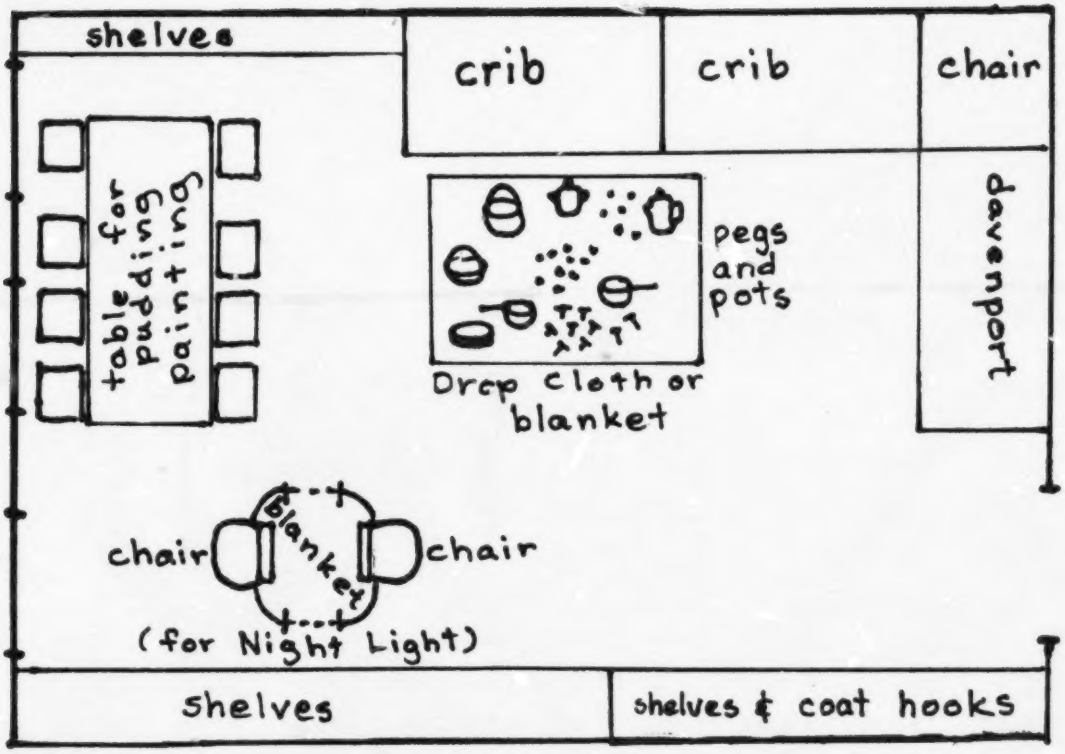

tree
large ball
tree
sand
wading pool
boxes
patio
House
and
Yard

Plan for Sharing Center in Community Building

Often in a community building, chairs must be moved to provide floor space. Church rooms which are used as nurseries on Sundays work very well, since they have some equipment (particularly tables and chairs) available. Sometimes these rooms need a little extra straightening and/or cleaning before the sharing center participants arrive.

Sample Activities

1. Pudding paint
2. Pegs and pots
3. Night light
4. Snack - Fruit Dipped in Yogurt



community building

Snack Ideas and Recipes

The following recipes are nutritious and liked by most children. However, unlike the snacktime recipes to be presented later, these must be prepared beforehand by a parent or the Child Development Specialist and brought to the sharing center.

Banana Bread Sticks

1/4 cup brown sugar
1/2 cup oil
2 eggs
1 cup mashed banana
1 3/4 cups flour (whole wheat, unbleached, enriched
2 tsp. baking powder
1/2 tsp. baking soda

Combine ingredients and stir only until smooth.
Pour into a greased loaf pan.
Bake about 1 hour or until firmly set at 350 degrees.
Cool, remove from pan and cut into sticks.
Spread out on a cookie sheet and bake at 150 degrees for 1 hour or longer until the sticks are hard and crunchy.
Store in a tightly covered container.

Banana Instant Pudding

2 ripe bananas, mashed
1/2 cup applesauce
2 tbsp. peanut butter
2 tbsp. honey

Stir till smooth and chill. Sprinkle with cinnamon or wheat germ before serving.

Bread

Combine and let stand:
- 3 packages of active dry yeast
- 2 cups minus 2 tbsp. warm water

Mix:
- 6 cups flour
- 6 tbsp. dry milk
- 6 tbsp. sugar
- 1 tbsp. salt
- 6 tbsp. shortening
- 2 eggs

Add yeast mixture - rest 20 minutes.
Add no flour. Make rolls or loaf.
Bake 375 degrees for 15-20 minutes for rolls.
Bake 25 minutes for bread.

Carrot Juice

1 lb. carrots (4-5 medium)
1 quart water
1/2 cup powdered milk

Wash the carrots and cut in small pieces or chop.
Place all the ingredients in a tightly covered pot and bring to a boil.
Simmer for 1 hour.
Cool and strain.
Serve in a bottle with an enlarged nipple hole.
Store juice in the refrigerator for 2-7 days.
It can also be frozen in food cubes.

Deviled Eggs

6 hard cooked eggs
1/2 teaspoon salt
1/2 teaspoon pepper
3 tbsp. salad dressing

Cut peeled eggs lengthwise in half.
Slip out yolks and mash with fork.
Mix in seasonings and salad dressing.
Fill whites with yolk mixture.

Fruit Flavor Pops

1 package (3 oz.) any flavor jello
fruit of any kind (bananas, etc.)
1/2 cup sugar
2 cups boiling water
2 cups cold water
small paper cups or pop molds
optional popsicle sticks

Dissolve gelatin and sugar in boiling water.
Add cold water.
Put desired amount of fruit at the bottom of the paper cup.
Pour gelatin into the cups.
Freeze until rather firm, about 2 hours.
Insert sticks.
Freeze until solid - 8 hours.
If you want a pop that is not real frozen, freeze for less time. Use a spoon to eat it.
Makes about 9 pops.

Ginger Apple

Combine one 14 oz. package of ginger bread mix and one 8 oz. can of apple-sauce.
Beat for 2 minutes at medium speed with an electric mixer.
Stir in 1/2 cup raisins.
Spread in a greased 15 1/2 x 10 1/2 x 1" pan.
Bake in 375 degree oven for 15 minutes.
Spread with white frosting.
Cut into bars.
Makes 8 dozen.

Homemade Graham Crackers

1 cup graham or whole wheat flour
1 cup unbleached flour
1 tsp. salt
1 tsp. baking powder
1/4 cup margarine
1/2 cup honey
1/4 cup milk

Combine flours, salt, baking powder.
Cut in butter or margarine until consistency of cornmeal.
Stir in honey.
Add milk to make a stiff dough.

Roll out on floured surface to 1/4 " thickness.
Cut into squares.
Prick with a fork.
Brush with milk.
Bake at 400 degrees on ungreased baking sheet for 18 minutes or until golden brown.
If rolled thicker, these crackers can be used as teething biscuits.

Homemade Granola

2 cups quick-cooking oats
1 cup toasted wheat germ
1 cup chopped nuts
1 cup flaked coconut
1/2 cup seedless raisins
1/2 cup sesame seed
1/2 cup honey
1/2 cup salad oil

In a large mixing bowl, stir all ingredients until well combined.
Spread into a 15 1/2 x 10 1/2 jelly roll pan.
Bake at 325 degrees for 20 minutes or until brown, stirring twice.
Cool in pan.
Put in covered container and keep refrigerated.
Makes 7 1/2 cups.

Knox Blox

4 envelopes Knox unflavored gelatin
3 packages (3 oz.) flavored gelatin
4 cups boiling water

In a large bowl combine Knox unflavored gelatin and flavored gelatin.
Add boiling water and stir until gelatin is dissolved.
Pour into a large, shallow baking pan.
Chill until firm.
Cut into squares to serve.
Makes about 100 one-inch squares.

Oatmeal Crackers

3 cups oatmeal
1 cup wheat germ
2 cups flour
3 tbsp. sugar
1 tsp. salt
3/4 cup oil
1 cup water

Combine ingredients and roll onto two cookie sheets.
Cut into squares and sprinkle with salt.
Bake 30 minutes at 300 degrees or until crisp.
Be sure to roll thin and bake well.

Strawberry Yogurt Whip

1 package (3 oz.) Jello Strawberry Gelatin
1 cup boiling water
3/4 cup cold water
1 container (8 oz.) strawberry yogurt

Dissolve gelatin in boiling water.
Add cold water.
Chill until slightly thick.
Add yogurt and beat until mixture is light and fluffy.
Pour into punch cups or into a bowl.
Chill about 2 hours.
Makes 8 servings.

Sunny Citrus Snackin' Squares

4 envelopes Knox Unflavored Gelatin
3/4 cup canned unsweetened grapefruit or pineapple juice
1 cup boiling water
1 tsp. sugar
1 cup orange juice

In medium bowl, sprinkle Knox unflavored gelatin over grapefruit juice.
Add boiling water and stir until gelatin is completely dissolved.
Stir in sugar and orange juice.
Pour into 8 or 9 inch square pan and chill until firm.
Cut into squares to serve.
Makes 5 to 6 dozen squares.

A variation for this would be to let the older child use cookie cutters to cut his snack into interesting designs.

Some snacks can be used as an activity with which to start a sharing center. While the snack is setting or chilling, the balance of the activities can be conducted. Break for snacktime should coincide with the time when the snack is ready. Several snacks can be prepared and eaten immediately. When sufficient time is not allowed for making any of the following snacks, a quick and well-liked snack is simply juice and some kind of crackers or juice.

Apple Snow Pudding

1 cup thick raw applesauce
2 egg whites
1 tbsp. honey

Place all in a deep bowl and beat until white and thick, like cream.
Pile into sherbet glasses to serve.
Decorate with fresh berries or persimmons.

Banana Logs

Take 6 bananas.
Cut them in half and then lengthwise.
Spread salad dressing on each one.
Sprinkle on crushed peanuts.
Makes 24.

Banana Pudding

1 medium banana
1 egg
1/2 tsp. vanilla
fresh coconut
cream or half and half

Slice the banana into a bowl and mash with a fork until smooth.
Place the egg in a teacup and cover with hot water from the tap.
Let set 1 minute.
Break egg, pouring the yolk in with the banana and the white into a small bowl.
Mix the egg yolk and banana until well blended, then beat the egg white until stiff, with the vanilla.
Fold carefully into yolk mixture.
Spoon into a serving dish and sprinkle with coconut.
Serve with cream if desired.

Banana Smoothie

Blend: 1 1/2 cups milk
1 large banana
1 tbsp. honey
1/4 tsp. vanilla

Serve at once. The banana you use can also be one that has been peeled and frozen, thus giving you a way to use that last ripe banana.

Butter

Put room temperature cream or whipping cream into a jar.
Shake the jar until yellow particles appear.
Pour off buttermilk.
Wash the butter in a bowl.
Add salt and put on bread, crackers, or muffins.

Cheesy Wheats

4 cups spoon-size shredded wheat
1/2 cup (stick) margarine
1 cup shreeded cheese (Cheddar, etc.)

In a large saucepan, melt margarine.
Add cheese.
When the cheese begins to melt, add shredded wheat.
Toss to coat well.
Refrigerate if not to be eaten within an hour or two.

Fresh Vegetables and Dips or Spreads

Clean and slice assorted vegetables - carrots, celery, cauliflower, radishes, green peppers.
Spread with various spreads - cream cheese, cheese spread, peanut butter, or cottage cheese dip.

Edible Candy Clay

1 lb. powdered sugar
1/3 cup light corn syrup
1 tsp. vanilla
1/3 cup margarine
1/2 tsp. salt
food coloring

Blend all ingredients except powdered sugar.
Add sugar gradually and knead until a smooth, pliable clay is produced.
Add more powdered sugar if necessary.

Once mixed, it is not sticky. Store in plastic bags.

(This recipe is taken from one distributed by M. Burger at an Early Childhood Conference in Joliet on March, 11, 1977.)

Fruit Dipped in Yogurt

Cut up different fruits such as apples and bananas in bite-sized chunks.
Let children dip them in different flavors of yogurt.

Honey Balls

1/2 cup honey
1/2 cup peanut butter
1 cup confectioners sugar
graham cracker crumbs

Combine honey, peanut butter, and sugar.
Form into 1/2" balls.
Roll in crumbs.
Makes 24.

Fruit Nog

Blend: 1 egg, beaten
1 cup milk
1 jar strained baby fruit, or your own puree, or 1/2 orange juice

Honey Nutters

1 cup peanut butter
2/3 cup honey
1/2 cup instant dry milk powder
16 graham crackers
1 cup shredded coconut or toasted wheat germ

Combine peanut butter, honey, and milk.
Stir until blended.
Crush graham crackers.
Add crumbs to peanut butter mixture.
Mix with your hands until well blended.
Pour coconut onto a plate.
Make small balls and roll in the coconut.

Milk Eggnog

Blend: 1 cup cold milk
1 egg
1 tbsp. honey
1/4 tsp. vanilla

Option: Several tbsp. dry milk; or substitute orange juice for the milk.

An egg nog is also a way of providing a good protein for your older toddler who has decided to abstain from most of the protein foods you are offering.

Nutritious Low Fat Milkshake

In a blender, combine 4 oz. skim milk, 3-5 tsp. sugar or honey, 6 ice cubes, fruit of choice (1 banana, 1/2-1 cup strawberries or any desired berry, 1/2 cup pineapple, 1 skinned peach), and 1/4 tsp. vanilla or other complementary flavoring.
Blend at high speed for approx. 30 seconds.
Makes approx. 16 oz. milkshake
For a more nutritious shake, add one egg.

Orange Delight

1-2 eggs
1/3 cup orange juice concentrate
1/4 cup powdered milk
1/2 banana (or other equivalent fruit)
honey to taste
3/4 cup water
ice

Mix in blender. The more ice you add, the slushier the drink becomes.

Peanut Butter

2 cups toasted peanuts in the shell
2 tbsp. salad oil
salt to taste

Let the children shell the peanuts.
Put peanuts through the blender or grinder.
Add oil and salt to peanuts.

Play Dough a la Peanut Butter

Mix: 1 jar of peanut butter (18 oz.)
6 tbsp. honey
non-fat dry milk or milk plus flour to the right consistency
(Optional: cocoa for chocolate flavor)

Shape . . . Decorate (raisins?) . . . and Edible!

Sunny Sipper

Blend: 1/2 cup honey
1/2 cup orange juice
3 tbsp. lemon juice
1 (5.3 oz.) can evaporated milk
1 (12 oz.) can apricot nectar

Serve chilled.

Sweet Cereal Balls

1 cup peanut butter
2/3 cup honey
1 cup flaked coconut
4 cups favorite cereal (Rice Krispies work well)

Put everything except the cereal into a bowl and mix.
Form mixture into balls and roll into cereal.
You may wish to refrigerate the cereal balls.

Yogurt Milk Shake

Blend: 1 cup plain yogurt
1 cup orange juice
1 ripe banana
2 tbsp. honey

Sharing Center Kits

To meet the needs of the Child Development Specialists (CDSs) in planning and conducting sharing centers in a rural setting and in alternating locations, the staff of the Macomb 0-3 Project developed the "kit concept." Six distinct well-planned, portable kits for sharing centers were developed and stored in the office to provide busy staff members with a pre-packaged and pre-planned sharing center as needed.

The areas of development covered in each sharing center kit are gross motor, fine motor, cognitive, sensory and language. Activities are referenced to the sharing center curriculum as described in the preceding pages.

Contents of six sample kits follow. Cost of development of the kits varies according to the materials purchased and the manufacturers' list price. (Sharing Center Kit #1 cost approximately $85 based on 1978 consumer prices.) The reader will note that Kit #6 is composed of inexpensive and homemade materials.

SHARING CENTER KIT #1

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas.

Gross Motor

Materials	Objectives	*Reference in Book
mirror w/blanket	raises head recognizes own image explores self plays peek-a-boo	Where Am I? Look at Me
foam blocks	manipulates the shapes acquires expectations about the weight of shapes stacks shapes interacts with other people maintains balance of stacked boxes	Surprise Blocks Boxes Soft & Light Blocks Block Drops

Fine Motor

crayons paper	holds crayons marks on paper	

Cognitive

flashlight large blanket quilt	tracks the light	Night Light

Sensory

carpet squares	feels textures of the carpet squares walks, crawls, jumps on carpet squares .	Carpet Squares
music box record player	attends to sounds	

Sensory, cont.

Materials	Objectives	*Reference in Book
bowls cups spoon grains pans	feels the textures of the grains discriminates size difference between grains observes colors of the grains explores the quantity relationships of full and empty pours the grains	Corns & Pans
squeeze toys	grasps objects attends to sound	Grasping Tracking

Language

books	views pictures names objects turns pages	

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #1 - 3 boxes

Contents:

1 Have Wagon: Will Travel book
1 mirror with attached blanket
2 flashlights
1 large quilt
6 bowls with lids
7 carpet squares
1 bag foam shapes
1 set graduated cups
2 sets measuring spoons, scoop, funnel
1 music box record player
4 squeeze toys
3 packages crayons
1 package drawing paper
1 bolster
3 containers of grains
2 drop cloths
1 container wet ones
1 roll paper towel
3 books
2 tin pans

SHARING CENTER KIT #2

Activities have been primarily categorized under tha major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas.

Gross Motor

Materials	Objectives	*Reference in Book
snap wall	moves through the wall maintains body balance	Infant Playground Obstacle Course
Baby Exercise Book	relaxes body strengthens muscles	
push and pull toys	pushes or pulls toys attends to sound	

Fine Motor

double arched abacus single arched abacus curly abacus	grasps bead crosses midline	
tactile pegboard pegs	pushes peg in hole pulls peg from hole	

Cognitive

sorter box	picks up objects places objects in hole feels different shapes of objects	Can & Objects

Sensory

bubbles straws cups or bowls	blows air through the straw makes bubbles blows with more force for more bubbles	Bubble Tub Bubbles
musical drum	attends to sound manipulates drum	

Language

Materials	Objectives	*Reference in Book
animal puppets	feels furry puppet manipulates puppets	

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #2

Contents:

1 Have Wagon: Will Travel book
9 large snap-wall pieces
1 double arched abacus
1 single arched abacus
1 curly arched abacus
3 foam tactile pegboards
1 box pegs
3 bottles bubbles
1 pkg. straws
4 plastic bowls (small)
1 bottle liquid soap
1 carton food coloring
2 pull toys
2 push toys
1 Baby Exercise Book
1 shape sorter box
1 roll paper towels
1 wet ones
1 drop cloth
books
1 musical drum
1 koala bear hand puppet
1 small skunk hand puppet
1 large bunny rabbit hand puppet
1 raccoon hand puppet

SHARING CENTER KIT #3

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas.

Gross Motor

Materials	Objectives	*Reference in Book
large ball Baby Exercise Book	feels the movement of the ball relaxes on ball lifts head	Jumbo Ball

Fine Motor

finger paint paper paints brushes sponges messy tray	paints on paper mixes two colors of paint grasps the brush/sponge feels the paint	Paint Box Pudding Paint

Cognitive

large bead and string puzzle beads	strings beads pulls beads off string	Stringing Things
puzzle	manipulates puzzle pieces places piece in puzzle	
roadway track	manipulates cars	

Sensory

rhythm instruments	manipulates instruments	Rhythm Instruments

Language

books (included in all kits)	looks at pictures turns pages

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #3

Contents:

1 Have Wagon: Will Travel book
1 bag rhythm instruments
1 jar black fingerpaint
1 jar red fingerpaint
1 jar blue fingerpaint
1 jar green fingerpaint
1 jar yellow fingerpaint
1 pkg. fingerpaint paper
1 pkg. small sponges
1 container beads and strings (flingles)
1 can beads and strings (wooden)
3 books
1 large ball and baby exercise
1 foot pump
3 puzzles
1 container wet ones
1 roll paper towels
1 drop cloth
1 assorted blocks (bristle-wood)
5 squeeze toys
1 roadway track with vehicles

SHARING CENTER KIT #4

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas.

Gross Motor

Materials	Objectives	*Reference in Book
Lock-n-Stack blocks	stacks blocks maintains balance of stacked boxes builds with the blocks shares the blocks lifts the blocks	Infant Playground Obstacle Course Boxes

Fine Motor

chalk chalk boards erasers	marks on board erases board

Cognitive

wire threading sequences	places form on wire takes form off wire	Stringing Things

Sensory

water play trough water toys food coloring	feels the water pours water manipulates toys in water observes liquid during color change follows moving object with eyes	Things That Float & Things That Don't Water Painting (Body) Bubble Tub Pouring Sand & Water Color & Water
bells with mallet	taps bell attends to sound of bell discriminates sounds	Rhythm Instruments

Language

Materials	Objectives	*Reference in Book
books	turns pages identifies pictures maintains attention	

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #4

Contents:

1 Have Wagon: Will Travel book
1 box Lock-n-Stack blocks
1 water play trough
6 bells and 1 mallet
4 chalkboards
2 pkg. chalk
2 erasers
1 container wet ones
1 roll paper towels
1 drop cloth
4 threading sequences
books
1 pkg. brushes
1 container powder
2 plastic bowls
food coloring

SHARING CENTER KIT #5

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas.

Gross Motor

Materials	Objectives	*Reference in Book
tunnel	crawls through tunnel hides in tunnel looks through tunnel	Infant Playground Obstacle Course

Fine Motor

pound & roll plastic pounding board pegboard with hollow cylinders	pounds peg pounds ball manipulates pieces	
play dough cookie cutters rolling pins recipe	feels the texture of the dough squeezes play dough presses play dough	Play Dough

Cognitive

rattles and strings assorted rattles	pulls string to obtain object shakes rattles	String Along
tea cups	imitates drinking, eating imitates cooking meals stacks cups	Let's Pretend We Do Things Let's Pretend We Cook

Sensory

click & clatter car musical pull crib toy	attends to sound makes toy move watches toy

Language

Materials	Objectives	*Reference in Book
Playskool home	manipulates objects of home role plays with characters	Let's Pretend We Do Things
bear	holds bear role plays with bear	

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #5

Contents:

1 recipe for play dough
1 rolling pin
1 drop cloth
1 play house
1 wooden pound & roll
1 plastic pounding board
2 sets plastic tea cups
4 rattles - 2 with strings
1 vinyl fun tunnel
1 peg board with hollow drop-in cylinders
1 musical crib toy
1 container wet ones
1 roll paper towels
1 Have Wagon: Will Travel book
3 books
1 set of bowls
1 stuffed bear - hole in middle

SHARING CENTER KIT #6

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas. This kit is composed of homemade materials.

Gross Motor

Materials	Objectives	*Reference in Book
foam blocks	manipulates balls and blocks	Surprise Blocks
balls	rolls the ball	They're All Balls
	throws the ball	Balls
	catches the ball	
sliding scooter	makes scooter move	
	rides on scooter	

Fine Motor

bottle and caps	places caps on the bottles feels textures of bottles discriminates sizes of the bottles	Bottles & Caps
cans and things	picks up object places object in container feels the different objects	Can & Objects Block Drops

Cognitive

sliding toy	manipulates slide tracks object	

Sensory

pudding paint paper drop cloth	shakes pudding paint smells pudding feels pudding tastes pudding paints with pudding	Pudding Paint
shape puzzle	manipulates square pieces	

Sensory, cont.

Materials	Objectives	*Reference in Book
textured trays	feels various textures	Feel Box Feel Quilt
(feeley) socks	feels various textures manipulates socks	

Language

mirror face doll	sees reflection in mirror identifies body parts	Look at Me
sea serpent puppet	manipulates puppet	

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #6

Contents:

1 mirrored face doll
7 foam blocks
2 hand puppets
1 set bottles and caps
coffee tins and objects
1 pkg. instant pudding
2 drop cloths
1 container wet ones
1 roll paper towels
1 sliding seesaw toy
2 textured trays
4 tactile socks
1 wooden car
1 Kitchen Sink book
1 You Can Make It book

Collectable Materials

margarine tubs and lids

ice cream containers

plastic measuring cups

plastic cups

coffee cans

frozen juice cans

milk cartons

oatmeal boxes

tissue boxes

egg cartons

shoe boxes

cardboard boxes

paper towel tubes

plastic bottles and caps

large buttons

bottle caps

baby food jar caps

thread spools

popsicle sticks

straws

string

yarn

ribbon

magazines

paper plates

carpet scraps

feathers

tongs

rolling pin

clothespin (roundhead)

sieves

piepans

cookie cutters

wooden spoons

measuring spoons

envelopes

pillows

old clothes

cardboard

sponges

Suggested Suppliers

1. Developmental Learning Materials
   7440 Natchez Avenue
   Niles, IL 60648

2. Dick Blick
   P.O. Box 1267
   Galesburg, IL 61401

3. Childcraft Education Corp.
   The Growing Years
   150 East Street
   New York, NY 10022

4. Nasco Learning Fun - Cat. 139
   901 Janesville Avenue
   Fort Atkinson, WI 53538

5. Childcraft Education Corp.
   20 Kilmer Road
   Edison, NJ 08817

6. Fun Things
   Developmental Toys
   21405 Hamburg Avenue
   Lakeville, MN 55044

7. Constructive Playthings
   1040 East 85th Street
   Kansas City, MO 64131

8. Achievement Products for Children
   P.O. Box 547
   Mineola, NY 11501

References

Blumenfeld, J., Thompson, P. E., and Vogel, B. S. Help Them Grow! Nashville, Tenn.: Abingdon Press, 1971.

Day, M. C., and Parker, R. K., eds. The Preschool in Action: Exploring Early Childhood Programs. 2nd ed. Boston, Mass.: Allyn and Bacon, 1977.

Fink, Barbara E., O.T. Sensory-Motor Integration.

Illinois Office of Education. Pots and Pans Activities for Parent and Child. Springfield, Ill.: Illinois Office of Education.

Kamii, C., and DeVries, Rheta. "Piaget for Early Education." In The Preschool in Action, Mary Carol Day and Ronald K. Parker, eds. 2nd ed. Boston, Mass.: Allyn and Bacon, 1977.

Lehane, S. Help Your Baby Learn. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1976.

Levy, Dr. J. The Baby Exercise Book. New York: Random House, Inc., 1975.

Piaget, J. Science of Education and the Psychology of the Child. New York: Viking Press, 1971.

Acknowledgment

Special thanks go to Nancy McKee, who spent long hours editing and proofing this material, and to Kathee Seymore for her patience and skill in typing and retyping.

Patricia L. Hutinger
Macomb, 1977

Credits

Artwork: Patricia L. Hutinger
Photographs: Scott Hutinger and Project Staff

macomb 0-3 regional project

outreach

rural child-parent service

Patricia Hutinger, Ed.D.
Project Director

OUTREACH: Macomb 0-3 Regional Project is a project funded by the Bureau of Education for the Handicapped to provide training in the area of Early Childhood Handicapped (0-6). It is the outgrowth of a three-year HCEEP Model/Demonstration Program serving handicapped, high risk, and developmentally delayed young children and their parents in three counties of west-central Illinois. The model project has demonstrated significant child gain based on Core Curriculum activities.

Outreach Activities

+ Training in Model Components → at Project office
  - Home Visit → and on-site/follow-up
  - Core Curriculum and Individual Activity Plans
  - Sharing Center
  - WADE (Water Activities Development Enhancement)
  - Program Evaluation

+ Inservice Training
  - Child Development
  - Sensory Activities
  - Home Visit Techniques
  - Individualized Educational Programming
  - Water Activities with Young Handicapped Children
  - Evaluation (child, staff, program)
  - Parent/Child Group Activities

+ Awareness
  - What Parent/Infant Education Is All About
  - Early Intervention with Handicapped Young Children

+ Consultation Services

+ State Involvement and Coordination
  - Membership in the BEH/IOE state-wide consortium

Training services and development of materials provided through USOE/BEH Grant No G00 78-01853

College of Education • 27 Horrabin Hall • Western Illinois University
Phone: 309-298-1634 or 309-298-1072

6/78-1M7540

Macomb 0-3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455
Phone: 309-298-1634 or 298-1072
Patricia L. Hutinger, Ed.D., Director

USOE-BEH Grant No. G00-75-00234
Project No. 444 AH 70276

macomb 0-3 regional project

rural child-parent service

COLLEGE OF EDUCATION • 27 HORRABIN HALL • WESTERN ILLINOIS UNIVERSITY
PHONE: 309-298-1634 or 309-298-1072
PATRICIA L. HUTINGER, Ed.D., DIRECTOR

USOE-BEH Grant No. G00-75-00234 Project No. 444 AH 70276

MACOMB 0-3 REGIONAL PROJECT
A Rural Child/Parent Service

Childhood is a time of discovery and growth. Children learn through exploration, manipulation, and movement. Not all children, however, develop at the same rate. That's where an infant project comes in.

* *

The Macomb 0-3 Regional Project is a rural child/parent service funded by the Office of Education, Department of Health, Education, and Welfare. A member of the Handicapped Children's Early Education Program (HCEEP) of the Bureau of Education for the Handicapped, the Project began in 1975 as a three-year demonstration grant in the College of Education, Western Illinois University, Macomb, Illinois.

The Project is a home-based program which serves handicapped, high risk, and developmentally delayed young children, ages zero to three, and their parents. Services are delivered in Fulton, Hancock, and McDonough Counties.

* *

WHO IS ELIGIBLE

Services are available to handicapped, high risk, or developmentally delayed children from birth to three years who

(1) live in the target area

and

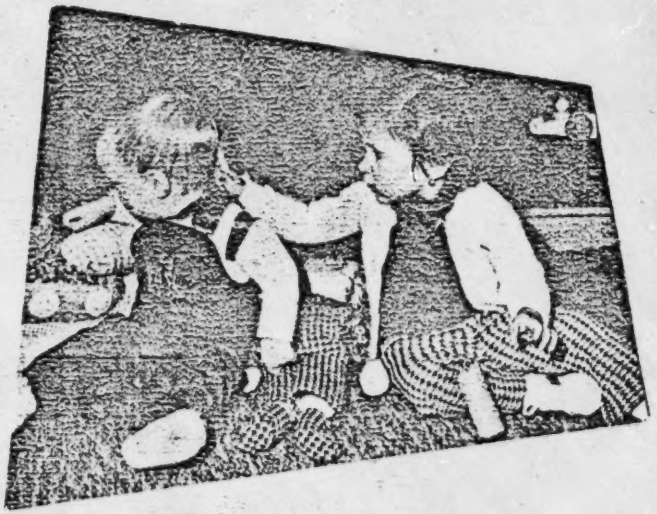
(2) whose parent(s) agree to participate in the Project.

There is no charge to the parents for these services. Referrals may be made directly to the Project.

WHAT THE PROGRAM IS ALL ABOUT

Three main steps are involved after a child is enrolled in the program: (1) medical stabilization, (2) parent and family stabilization, and (3) individualized developmental activities.

(1) Medical stabilization - The family doctor is contacted for medical records, as well as for recommendations and suggestions to be included in planning activities for the child. Parents are encouraged to review the child's immunization record. When necessary, transportation is provided for medical care.



(2) Parent and family stabilization - Project staff are people who are good listeners as well as important sources of information. Reading materials about a particular handicapping condition or special problem are available, along with counseling if desired.

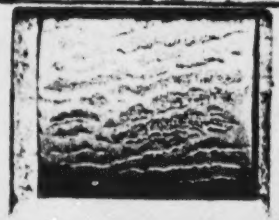
(3) Individualized developmental activities - After initial observation, assessment (both formal and informal), evaluation by the consultant Occupational Therapist where necessary, and discussion with the parent(s), a bi-yearly plan is developed for each child. Activities based on the child's bi-yearly goals are planned for home visits. At the end of six months, the child's bi-yearly goals are reviewed and revised.

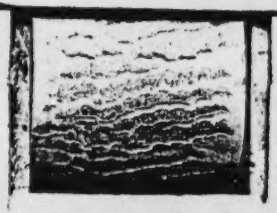
KINDS OF ACTIVITIES

There are five general areas in which activities are planned, although they often overlap: fine motor, gross motor, self-help skills, language, and cognition.

SHARING CENTERS

Another component of the program is the sharing center. Parent sharing centers, combining typical and atypical children and their parents, meet every two weeks when possible. At sharing centers, children, parents, and CDSs get together to share activities and experiences. Centers are held in community buildings, usually area churches, where space has been donated to the Project. If the group is small enough and if there is a home available, sharing centers may also be held in the home. Parents are a basic part of the sharing center. Often they help plan the morning's activities. Along with working with the children, parents also have an opportunity to talk among themselves. Snacktime provides an ideal time for socializing. Activities are many and varied, and include the five areas described above.





Fine motor control involves small muscle development—stringing beads, stacking blocks.

Gross motor control involves large muscle development—jumping, running, hopping.

Self-help skills involve such things as feeding, learning to button, toilet training.

Language and communication activities stimulate formation of sounds and words—speech pathology graduate students go with the CDSs to work on particular skills for language development.

Cognitive activities focus on helping the child develop a schema for dealing with many different objects, people, and situations—for example, finding an object hidden behind several screens (object permanence).

HOME VISITS

Since the Macomb 0-3 Regional Project is a *home*-based rather than *center*-based program, the home visit is a key component. In most cases, Child Development Specialists (CDSs) come to the home on a weekly basis for approximately an hour each visit. The CDS works with the parents and/or primary caretaker, helping them to interact more effectively with their children. If the child is enrolled in a day care center, the CDS works with the child and the day care center staff. In some cases, parents or primary caretakers are asked to record the child's behavior on a jointly chosen activity each week. The charting procedure is quite simple. Child data is then fed into the computer, where it is stored in a bank of on-going data about individual child performance.

water that they are unable to do on the ground.

MOBILE UNIT

In serving a rural area, the CDSs find a mobile unit very usef The Jamboree camper-type vehicle has been modified in order th home visits and mini-sharing centers might be held inside. T mobile unit is used daily and attracts attention wherever it go It was from the "handle" of the CB radio in the mobile unit th the Project logo was developed—BABY BUGGY.

PARENTS ARE IMPORTANT

Parents play a key role in the success of the infant progra Without parents' cooperation in activities and in recording th activities, home visits would not be effective. Sharing centers a depend on parents. Study groups and other activities such as t workshops involve parent participation. Several parents serve on t Project Advisory Council. Concerned parents take advantage relevant reading materials available and of in-services on speci handicapping conditions, motor development, and other releva topics sponsored by the Project.

The Macomb 0-3 Regional Project is indeed a rural *chi parent* service.